Background and Overview

Presenters:
Kim Sangüesa, Manager Early Learning Services
Debbie Jones, Supervisor Quality Initiatives
Region of Waterloo, February 2017
Consolidated Municipal Service Manager

Roles:
- Funding and Resource Allocation
- Local Service System Planning
- Capacity Building
- Direct Service Delivery
- Quality Initiatives
- Oversight/Accountability
- Policy Making
Our Quality Journey

Collaboration

Our Vision for Quality

Early Years Engage

Partnership

Change

TQM
Change

- New system-wide approach needed
- Ongoing transformational change
  - Provincial Context for Quality
  - Local Context for Quality
Provincial Context for Quality

CECE - 2007
Regulatory body
~ Professional designation RECE
~ Code of Ethics & Standards of Practice

2009 - 2013
OEYPF
ELECT principles
Roles & responsibilities of Ministry of Education, Municipalities & Bands, Programs
Rethink our Values

HDLH - 2014
Pedagogy as navigational resource
Vision to uphold
Four Foundations
Approaches to consider

CCEYA-2015
Legislation
~ Regulations
~ Pedagogy
~ CECE: CPL
Local Context for Quality

Prior to 2009

CMSM- Distribution of funds/funding agreements (Ministry of Children and Youth

RTB – voluntary process changed to expectation of participation

Children's Services Early Learning and Child Care Service Plan guided the quality expectations

2009-2015

Ministry of Education became responsible for Early Learning and Child Care

CMSM: System Manager role evolved

Resources and supports for capacity-building were provided as a result of FDK and other changes

Local requirements, Expectations i.e. RTB became mandatory, incentive grants were introduced

2016

Exploring Total Quality Management
Total Quality Management

**Total** involves everyone and all processes

**Quality** the degree to which the service meets or exceeds customer expectations

**Management** how the organization will support staff to achieve expected outcomes
Evolution of Quality Models

- Quality Inspection
- Quality Control
- Quality Assurance
- Total Quality Management
Partnership o Region of Waterloo and the City of Hamilton Children's Services Departments collaborated:
  • Gathered perspective from 14 Ontario Municipalities
  • Developed the Co-Constructed Framework with community input
  • Consulted with 14 early years sector experts
### Co-constructed Framework

**Co-constructing Quality in ELCC: A Community Framework - July 2016**

<table>
<thead>
<tr>
<th>Element</th>
<th>Vision for an Early Years Community</th>
<th>Goals for Children and Families in an Early Years Community</th>
<th>About the Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>Children benefit from early years experiences that are coherent with current pedagogy, and informed by current research on child health, development and learning.</td>
<td>The lived experiences of children and families are coherent with current pedagogy and system values. They are welcomed and respected for their culture, diversity, and supported in seamless transitions to other services.</td>
<td>Quality is a shared responsibility and a complex construct supported through a system of relationships, the relationships between educators, children and their parents, among professionals, within organizations, between the system and its service providing partners, and throughout the community.</td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td>System partners have well-designed governance structures and clear lines of accountability.</td>
<td>Children and families are engaged in the community in meaningful ways and feel a sense of belonging. Families know they can share ideas, concerns, ask questions, and will be responded to respectfully. Children and families have access to meaningful relationships in neighbourhood programs where system partners are responsive to their needs.</td>
<td>A “Vision for an Early Years Community” and “Goals for Children and Families” are mapped against the eight elements described in Quality By Design (Friendly, Doherty, Beach 2006).</td>
</tr>
<tr>
<td><strong>Infrastructure</strong></td>
<td>ELCC programs are purpose built or purposely designed, co-located or connected to other services within neighbourhoods. Common, systems-wide processes exist.</td>
<td>Families can easily identify and locate system partner locations and understand these are places to go for early years programs and services.</td>
<td>Grounded by current research and pedagogy, the framework strategies align with views and values of How Does Learning Happen? (Ministry of Education, Ontario, 2014).</td>
</tr>
<tr>
<td><strong>Planning &amp; Policy Development</strong></td>
<td>The well-being of children and families is at the centre of policy and planning, both in the broader community and with system partners.</td>
<td>Policies are designed in the best interests of children, and families are confident in the system.</td>
<td></td>
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<tr>
<td><strong>Financing</strong></td>
<td>Public dollars are directed to fund high quality programs and increasingly support ELCC programs that are accessible for all families. ELCC programs are adequately resourced and demonstrate viability through fiscal accountability and sound business practices.</td>
<td>Children and families are able to choose ELCC programs and services that are consistently high quality, inclusive and accessible to them.</td>
<td></td>
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<tr>
<td><strong>Human Resources</strong></td>
<td>ELCC system professionals are qualified for their position, compensated fairly, respected in the community and workplace, contribute leadership and expertise, and engage in reflective practice and life-long learning. All professionals understand the importance of their role in making person-to-person connections to support positive relationships.</td>
<td>The relationships between children, families and professionals within the system are reciprocal, in that each are recognised for their expertise, knowledge and they support one another in their respective roles. Children and families gain a strong sense of confidence and belonging when system partners provide positive work environments and opportunities for leadership.</td>
<td></td>
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<tr>
<td><strong>Environments as Contexts for Relationships</strong></td>
<td>Provide a climate for ELCC experiences that foster relationships, belonging, and well-being among children, families and educators. Environments are designed, maintained and equipped to promote curiosity, exploration, inquiry, support self-regulation through play, and reflect respect for children as capable and competent.</td>
<td>Children have a right to experience meaningful, active, creative, exploratory play, both indoors and outdoors. Environments are intentionally planned, appropriately equipped for children’s development, and support their health and well-being. ELCC system partners make person-to-person connections with parents/primary caregivers and build trusting, respectful relationships with children, families and professionals.</td>
<td></td>
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<tr>
<td><strong>Data, Research and Evaluation</strong></td>
<td>System managers and system partners gather, utilize, share, and link data to guide planning, continuous quality improvement which contributes to the growing body of early childhood research.</td>
<td>Children and families benefit from ELCC programs that engage in a cycle of continuous quality improvement and monitoring. Children and families contribute thoughts and ideas that inform both program and system planning. Children’s learning and development is made visible and celebrated through portfolios and documentation. Families have access to information that is meaningful to them, both to engage with their child and at the system level, inform decision making and for learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Glossary of Terms** (see page 5)

![Diagram of the framework](image-url)
Collaboration

• Community collaboration helped to refine and transform the Co-constructed Framework into Our Vision for Quality in Waterloo Region

• Collaboration is the key to building a successful community-wide approach
Our Vision for Quality in Waterloo Region

Quality is a shared responsibility and supported through a system of relationships: the relationships between educators, children and their parents, among professionals within organizations, between the system and its service providing partners, and throughout the community.

In the Early Years Community...
The well-being of children and families is at the centre of policy and planning, both in the broader community and with system partners.

Children and Families in an Early Years Community...
Policies are designed in the best interests of children, and families are confident in the early years system.

FINANCING
Public dollars are directed to fund high quality programs and increasingly support early years programs that are accessible for all families. Early Years programs are adequately resourced. Early Years programs demonstrate viability through fiscal accountability and sound business practices.

Children and families are able to choose early years programs and services that are consistently high quality, inclusive and accessible to them.
Early Years Engage:
Continuous quality improvement
Clear roles and responsibilities
Public management of the system
Program delivery at local level
Parent involvement
Clear strategy for system-wide planning and implementation
Evidence-informed
Well-designed and equipped program settings
Sufficient indoor and outdoor space
Strong conceptual framework and values for the system
Qualified, well-supported staff at all levels of the system
Ongoing training for supervisors and program staff
Good wages and working conditions

Eight Elements of Quality

Governance
Ideas
Human Resources
Data, Research & Evaluation
Physical Environments
Planning & Policy Development
Financing
Infrastructure

- Clear roles and responsibilities
- Public management of the system
- Program delivery at local level
- Parent involvement
- Clear strategy for system-wide planning and implementation
- Evidence-informed
- Well-designed and equipped program settings
- Sufficient indoor and outdoor space
- Strong conceptual framework and values for the system
- Qualified, well-supported staff at all levels of the system
- Ongoing training for supervisors and program staff
- Good wages and working conditions

Adequate, sustained public investment
Core/base funding
Capital funding
Affordable parent fees

Coordinated program administration
Policy development
Regulation and monitoring
Quality improvement mechanisms

Continuous evaluation
Collection and analysis of key information

$
Early Years Engage:
Continuous quality improvement

It is NOT:

- RTB, it is a deeper, broader look at quality
- Focused on levels (Bronze, Silver, and Gold)
- A binder to complete each year
- A "one size fits all" project
Early Years Engage: 
Continuous quality improvement

It IS:

- Embedded in all processes (professional learning, business planning, communication with families and each other)
- Built on a foundation of the *8 Elements of Quality*
- An integrated approach
- On-going, continuously evolving and changing
- Mandatory for all Service Contract holders to participate
- To involve everyone (supervisors, educators, CMSM, and parents are invested in the process)
- An opportunity to align and strengthen the work of quality at the system-level
Early Years Engage
Continuous quality improvement in Waterloo Region
Early Years Engage Portfolio 2017
Implementation

- Staff Training and Development Policy
  - Continuous Professional Learning
- Annual Planning and Site Visit
- System-wide Parent Survey
- OneList Waterloo Region
- Children's Services Portal
- Annual Income Statement
- New Service Provider Guide
System-wide Parent Survey

Why?

- To obtain feedback from families about the system
- To help CMSM better understand/assess what supports are needed and where they are needed
What?

- One survey completed by all families accessing licensed care in the Region
- Survey will have two components:
  - System-level questions
  - Program-level questions
What Will It Measure?

- System-level questions
  - experience with services used (OneList, Special Needs Resources)
  - availability/accessibility of services required
  - financial assistance – Child Care Fee subsidy
  - barriers
What Will It Measure?

- Program level questions
  - parents perceptions about their child care experiences
  - Use HDLH foundations as the lens
    * Belonging
    * Well-being
    * Engagement
    * Expression
System-wide Parent Survey

- Working Group (March-November 2017)
  - A call was made for working group members at the Jan. 2017 quality consultations
  - Working Group Members represent a broad range of organizations across the Early Years System
The Working Group's Role:

- To help refine the survey questions
- Make recommendations on the survey timing, promotion and delivery
- To provide feedback on the survey introduction to help families understand why the survey is being conducted and what is being measured
The Working Group's Role:

- To help inform what the survey summary for operators and families will look like
- Provide input on how survey data will be used in planning
OneList Waterloo Region

OneList Waterloo Region

A centralized website that makes it easier to find and apply for early learning and child care programs (ELCC).

Through OneList you can:
- Search for ELCC programs and the different types of care they offer
- Use the mapping option to look for ELCC programs close to your home or work
- Apply to a maximum of 10 ELCC programs at once
- Find information about fee subsidies and special needs resources
- Access a highly secure website that ensures your privacy

Get on OneList today!
www.OneListWaterlooRegion.ca
OneList Working Group continues

- Marketing strategies underway
- Tools under construction
- Information/guidelines underway
- Recommendations for technology upgrades

More detailed update in May
Children's Services Portal

- Central access point for Children’s Services
  - Launching in 2017
  - Share information with Operators
  - Post materials and resources
  - Coordinate the submission of documents
MEDU Requirements for CMSMs:

- Policies for the equitable allocation of funding to licensees
- Reporting and reconciliation processes
- Procedures of confirming operator compliance with service agreements and guidelines
  - Audit procedures
  - Reporting
**Annual Income Statement**

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**Region of Waterloo - Children's Services**
**Operator Annual Income Statement - 2016**

**CHILD CARE CENTRE INFORMATION**
- Child Care Centre / Agency Name:
- Agency Work Week (hours):
- Agency Fiscal Year End:

**CONTACT INFORMATION**
- Name:
- Phone Number:
- Email Address:
- Date Form Completed:

**INSTRUCTIONS**
Fill the blue cells with the actual revenues and expenses for the child care centre. The Total column should include all revenues and expenses and agree to your prepared financial statements (in terms of overall revenue and expenses) and any other reconciliation or utilization forms completed. The Region of Waterloo Revenue columns have been prepopulated with the funding allocated in 2016. In the Expenses columns, detail how the funding received from the Region of Waterloo was expended.

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### Region of Waterloo Funding

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Provincial Wage Enhancement</th>
<th>Wage Enhancement Admin</th>
<th>Operating Funding</th>
<th>Infant Toddler Supp</th>
<th>Home Child Care Enhancement Grant</th>
<th>Pay Equity</th>
<th>Child Care Fee Subsidy</th>
<th>Special Purpose Funding</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region of Waterloo</td>
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<td>Child Care Fees</td>
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<td>Other Income</td>
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<tr>
<td>Grants</td>
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<tr>
<td>Miscellaneous income</td>
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</table>

<table>
<thead>
<tr>
<th>Total Returned Funding</th>
<th>Returned Region of Waterloo Funding</th>
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</thead>
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<tr>
<td></td>
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</tbody>
</table>
## Operator Annual Income Statement

- Detail how funding received was expended

<table>
<thead>
<tr>
<th>Staff costs</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lease and occupancy costs</td>
<td>Program Costs</td>
</tr>
<tr>
<td>Utilities</td>
<td>Other Expenses</td>
</tr>
<tr>
<td>Resources &amp; Memberships</td>
<td></td>
</tr>
</tbody>
</table>
Before the Region will enter into an agreement, the program shall:

- Have defined criteria and requirements
- Be aligned with new Early Years Engage: Continuous quality improvement approach
- Be engaged in best practices in early childhood education
- Ensure accountability, and sound business practice
New Service Provider Guide

- More engagement from first point of contact:
  - Completion of an assessment tool
  - Discuss plans for approach to:
    - Quality
    - Financial management
    - Staffing and professional development
    - Inclusiveness
    - Parent engagement
More Information

Other Early Years Engage Webinars
- Staff Training and Development Policy
- Annual Planning and Site Visit

Ontario Municipalities

QUALITY PROJECT KEY INFORMANT COMMUNITY SUMMARY

Debbie Jones, Region of Waterloo
Lois Saunders, ASCY for City of Hamilton

February 2016

CO-CONSTRUCTING QUALITY IN ELCC: A COMMUNITY FRAMEWORK

REGION OF WATERLOO & CITY OF HAMILTON - JULY 2015

In partnership, the Region of Waterloo and the City of Hamilton as Constituent Municipal Service Managers (CMSM) have engaged in a process to develop a Quality Early Learning and Child Care (ELCC) framework. The investigation led to the “Co-Constructing Quality in ELCC: A Community Framework.” This research supports quality through a vision for the community, goals for children and families, strategies to guide program delivery and system management.

We believe a process to mobilize, energize, and support the collective drive for continuous learning, quality improvement, and enhancement. It is believed that all professionals will connect with the framework, embrace its vision and goals, and embed it in their practice.

Embedding the framework is the key to developing a robust framework that is meaningful to all stakeholders. To make this happen, we invite others to join our investigation and share their insights. The investigation is open; all are invited to join the ongoing dialogue and learning to further our vision of high quality in early learning and child care in communities.

The co-construction project team was convened in August 2015 and worked collaboratively for one year. Moving forward, each of the communities will develop an implementation plan for their system. The quality strategy will begin in 2017.

During this evolutionary time in Early Childhood Education, we appreciate the opportunity to work collaboratively and introduce a framework to guide our shared vision and goals for children, families, and our community.

“Ontario’s children and families are well supported by a system of responsive, high-quality, accessible and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow.”

Ministry of Education, Ontario, 2014
KAHOOT! Quality Game

We have created a fun way to review the Background and Overview webinar:

• Smart device connected to Wifi is required
• Type in kahoot.it on your smart device's browser, enter the game pin and play along
• A link with game instructions can be found on the page where you found the webinar.
Questions about Early Years Engage contact:

Kim Sangüesa, Manager Early Learning Services
ksanguesa@regionofwaterloo.ca or
519-575-4400 ext. 5429

Debbie Jones, Supervisor Quality Initiatives
djones@regionofwaterloo.ca or
519-575-4400 ext. 5044

Leah Clarke, Coordinator Quality Initiatives
lclarke@regionofwaterloo.ca or
519-575-4400 ext. 3278
Staff Training and Development Policy

Presenter:
Debbie Jones, Supervisor Quality Initiatives
Region of Waterloo, February 2017
Staff Training and Development Policy

Intent
Continuous professional learning by early years professionals is an integral component of the development and ongoing growth of a high quality early years system. The intent of this policy is to help foster a climate where all professionals in this sector are actively engaged, and well supported in pursuing and achieving their learning goals.

The following is a summary of the requirements that are to be a part of each organization’s Staff Training and Development Policy.

<table>
<thead>
<tr>
<th><strong>Summary of Requirements for Staff Training and Development Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ongoing Professional Learning</strong></td>
</tr>
<tr>
<td>▪ <em><em>All</em> professionals are required to engage in ongoing professional learning through the development and completion of an annual Professional Learning Plan.</em>*</td>
</tr>
<tr>
<td>▪ <strong>System partners will detail how professional development opportunities [workshops and conferences, links to news and updates from the Province, Ministry or community agency, Communities of Practice meetings, printed/video resources, community calendar, etc.] offered through the Professional Resource Centre (PRC) at Conestoga College or other community partners are made available to all professionals within their organization.</strong> In addition, specify how knowledge gained from professional development activities engaged in by staff is shared with all staff and how transfer to practice of knowledge and skills is supported by the organization.</td>
</tr>
</tbody>
</table>
Why?

- Create a climate where all professionals in this sector are actively engaged, and well supported in pursuing and achieving their learning goals.
What?

Ongoing Professional Learning

- Ongoing Professional Learning (CCEYA, 2015)
- Support (CCEYA, 2015)
What?

Ongoing Professional Learning

- All professionals are required to engage in Continuous Professional Learning (CPL) and complete an annual Professional Learning Plan.
What?

Ongoing Professional Learning (cont...)

- System partners will detail how professional learning opportunities are made available to all professionals within their organization.
- Detail how knowledge gained from professional learning is shared and how transfer to practice of knowledge is supported (e.g. sample reflection tool).
- Organizations are required to hold one Professional Resource Centre membership and identify this to their staff.
Examples of Continuous Professional Learning

- Webinars/blogs
- Preparing/delivering workshops or parent presentations
- Planned professional discussions with colleagues
- Mentorship
- Post-secondary courses/programs
- Attending workshops and conferences
- Professional social networking
- Professional reading/writing
- Video and/or audio resources
- Reflective practice and journaling
- Professional inquiry/action research
- Case study analysis

Adapted from the CECE - CPL Handbook 2015
What?

Support

- Managers/Supervisors/Owners will engage each staff in: one annual goal setting meeting and at least 2 review meetings during the calendar year.
- Detail how the organization supports staff with CPL.
Developing a Professional Learning Plan is Important

- Continuous professional learning assists individuals to:
  - enhance their professional practice
  - actively respond and adjust to change
  - prepare for new roles and responsibilities
  - demonstrate professional accountability

¹Completing my Professional Learning Plan, College of Early Childhood Educators, p.1
How to Develop a Professional Learning Plan

- When developing goals think **S.M.A.R.T.**:
  - **Specific**
  - **Measurable**
  - **Action-oriented**
  - **Relevant**
  - **Time-bound**
# Professional Learning Plan

**Professional Learning Plan – Option for Non-RECE’s**

(Think S.M.A.R.T. – Specific, Measurable, Action-oriented, Relevant, Time Bound)

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Goal</th>
<th>Activities to Support Goals</th>
<th>Timelines</th>
<th>Support Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Communicating with parents</td>
<td>Connect with all families (at least) weekly for 2-way conversation and information sharing (re: child development, emerging interests of child, progress toward goals – toilet training)</td>
<td>• Attend CoP: Documentation Group to enhance documentation skills, methods and presentation of documentation. Networking with other professionals in the field. • Discuss/brainstorm ideas with co-workers at a staff meeting(s) • Read literature/resources (PRC and other sources) • Reach out to families about what ways of communication work best for them &amp; experiment with different methods of how to record observations and share them, and receive input from families • Explore Early Learning &amp; Child Care Conference (March 4th) for relevant workshops (i.e. communicating with families)</td>
<td>Start attending as of Jan. 17th/17 Feb. – Mar. 2017 Jan. – Jun. 2017 Feb. – Dec. 2017 Jan. – Feb. 2017</td>
<td>Time on the agenda for the Feb. staff meeting Financial assistance to attend the conference</td>
</tr>
<tr>
<td>Goal #1</td>
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<tr>
<td>Goal #2</td>
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</tbody>
</table>

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**Early Years Engage**

Continuous quality improvement in Waterloo Region

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# Professional Learning Plan

**Summarize progress to date, changes to goals or timelines, and solutions to any barriers:**

<table>
<thead>
<tr>
<th>Review 1:</th>
<th>Date of Review 1: ____________________</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Initials: ____________________________</td>
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</table>

<table>
<thead>
<tr>
<th>Review 2:</th>
<th>Date of Review 2: ____________________</th>
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<td>Initials: ____________________________</td>
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<table>
<thead>
<tr>
<th>Review 3: (Optional)</th>
<th>Date of Review 3: ____________________</th>
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<tr>
<td></td>
<td>Initials: ____________________________</td>
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</table>

**Final Wrap Up:** Discuss your accomplishments and how they have impacted you, your work, your organization, and children and families.

**End of Cycle Reflection**

**Employee Comments:** Share your progress and accomplishments. What were the impacts of your accomplishments? What were the challenges?
Continuous Professional Learning

The Cycle

- Align with current cycle period
- Expected cycle period would be 12 month period
  - If on a 24 month cycle period treat goal setting meeting in year 2 as an additional review meeting

The Process

- Goal setting meeting
- 2 review meetings
- Wrap up and set new goals
More Information

Other Early Years Engage Webinars

- Background and Overview
- Annual Planning and Site Visits
Questions about Early Years Engage contact:

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ksanguesa@regionofwaterloo.ca or
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519-575-4400 ext. 3278
Annual Planning and Site Visit

Presenter:
Kim Sangüesa, Manager Early Learning Services
Region of Waterloo, February 2017
Annual Planning and Site Visit

Why?
- To engage and support Early Years Partners in a continuous improvement process

What?
- Complete the Annual Planning Template
- Three goals that align with Our Vision for Quality in Waterloo Region.
- Fourth goal, specific to the System-wide Parent Survey (once it rolls out).
When?

- First year March 2017 to June 2018
- June 2018 – September 2018 consolidate feedback, make revisions
- September – August (June if program runs on 10 months)
Who?

- Everyone involved in determining goals and developing and implementing the work plan
- For Large Multi-site agencies – "Planning Tool for Multi-site operators"
- YDPs
<table>
<thead>
<tr>
<th>Goal</th>
<th>How does the goal align with Our Vision for Quality in Waterloo Region?</th>
<th>Rationale</th>
<th>What are the activities required to reach the goal, and who has responsibility for leading each activity?</th>
<th>Timelines</th>
<th>Support Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Improve employee engagement by providing more opportunities for employee input into changes that affect them, and also finding ways to develop and make full use of employee’s skills, abilities and experience.</td>
<td>Human Resources</td>
<td>Our program believes that if our employee’s needs are met they will be better able to meet the needs of children and families which will increase the quality of our service.</td>
<td>• Dedicate 45 minutes at two separate staff meetings to discuss where and how input could be provided and develop a Policy and Procedure on how the organization will continue to support employee input. &lt;br&gt;• Improve methods to communicate with all employees by completing a review of the current communication protocols and building upon them. &lt;br&gt;• Establish a goal setting meeting with each staff and at least two review meetings throughout the year to discuss goals with staff and review progress toward reaching them. &lt;br&gt;• Enhance employee development opportunities through leadership on projects within the program. (i.e. planning parent events, developing program newsletter) – as part of one-one meetings between supervisor and employee. &lt;br&gt;• Support mentoring opportunities amongst staff – where staff can share their experience and be co-learners (i.e. using the Professional Learning Reflection Tool to share learning with co-workers, pair experienced staff with new staff in classroom).</td>
<td>Mar – May, 2017 &lt;br&gt;May-June 2017 &lt;br&gt;March (create a schedule for annual goal setting meeting for all staff) April – set tentative schedule for review meeting for remainder of the year May 2018 Final reviews March 2017 Implement Reflection Tool</td>
<td>May involve the purchase of some resources (i.e. white boards) &lt;br&gt;Staff may need time out of work to complete projects</td>
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Annual Planning Template

(goal)

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<tr>
<th>Goal</th>
<th>How does the goal align with Our Vision for Quality in Waterloo Region?</th>
<th>Rationale</th>
<th>Detailed Work Plan</th>
<th>Timelines</th>
<th>Support Required</th>
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Reflection Goal #1

Mid-cycle check-in: As an organization, summarize your progress to date, any changes to your goal or timelines, and solutions to any barriers encountered. Date Completed: 

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<th>Share your progress to date</th>
<th>Any changes to your goal or timelines?</th>
<th>Solutions to any barriers</th>
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Early Years Engage
Continuous quality improvement in Waterloo Region
Planning for Quality
Assess:
  o Issues
  o Complaints
  o New or changing requirements
  o New initiatives

In order to make decisions about how to proceed.
Establishing Coherence

**Plan:** by revising or developing new

- policies,
- procedures
- strategies
- Goals
- Develop work plan

To move forward with the required or desired improvement/action.
Service Provision & Operational Practice

Do: Improvement Plans (work plans) are operationalized to...

- Achieve required/desired goals
- Embed new initiatives/approaches

To increase coherence in the Early Years System
Reflection & Evidence Informed Planning

Review: Improvement Plans using...
  o Data
  o Research

To determine when:
  o Goals are met
  o Another course of action or new plan is needed
  o Reports are being compiled
Visit each head office site on an annual basis

- Year 1 (Mar. 2017-June 2018) visits will occur between April and Nov. 2017
- After year one (September – August cycle period) visits will happen between October and June

Booked in advance

Approximately 3 hours in length
Site Visit Components:

**Part 1** – Appreciative Inquiry in the program

**Part 2** – Meeting with Program Supervisor(s) and Manager/Owner or Director
  - Share observations
  - Programs can highlight accomplishments/identify challenges, and supports that may be helpful
  - Check-in on Early Years Engage initiatives

**Part 3** – Review Annual Planning Template
Multi-site organizations - percentage of sites visited per year

- Head offices - 5 or < sites – 1 site visited/yr.
  - >5 sites = 25%
- For YDP (before and After school programs) up to 25% visited/yr.
- Part 1 and a portion of Part 2 will be completed at the visit
- Remainder of Part 2 and Part 3 will be completed as part of a group meeting by head office
Site Visit

For Home-based child care agencies and special needs resourcing agencies

- Pre-booked meetings by head office
- Meet with Supervisors and the Director/Owner (and if applicable program staff) to review Part 2 and 3
More Information

Other Early Years Engage Webinars

- Background and Overview
- Staff Training and Development Policy
Questions about Early Years Engage contact:

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